



## CTAE PROGRAM AREA

**PATHWAY:** MARKETING COMMUNICATIONS & PROMOTION

**COURSE:** PROFESSIONAL SALES & PROMOTION

**UNIT 2:** THE PROMOTIONAL MIX



## INTRODUCTION

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### Annotation:

In this unit, students are introduced to the promotional mix through a demonstration with "Hershey's" chocolate and "Smores". Student uses the internet and a note-taking guide to learn about the promotional mix. After learning about the promotional mix via the internet, the student uses the internet to research each of the main types of promotion. The culminating activity is a group project where students in groups of 3 develop a promotional mix for a product. Additional resources are included to allow the teacher to expand the lesson as time permits.

### Grade(s):

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

### Time:

5 – 50 minute periods

### Author:

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### Additional Author(s):

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## FOCUS STANDARDS

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### GPS Focus Standards:

**MKT-PSP-2. Students will discuss the role of the promotional mix in a competitive economic environment.**

- a. Identify and define the elements of the promotional mix.
- b. Distinguish between advertising, promotion, publicity, and public relations.
- c. Explain the importance of timeliness for the elements of the promotional mix.
- d. Analyze the effect of e-marketing on the elements of the promotional mix.
- e. Examine ethical behaviors as they relate to the elements of the promotional mix.
- f. Explain the factors used to position products or services.
- g. Analyze the role of branding and trademarks as they relate to the elements of the promotional mix.
- h. Discuss the impact of branding (i.e., on competition among various products/services, on customer's perception of product/services, etc.)

### GPS Academic Standards:

*ELA12W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying disclosure.*

*ELA12W2. The student demonstrates competence in a variety of genres.*

*ELA12LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

### National / Local Standards / Industry / ISTE:



## UNDERSTANDINGS & GOALS

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### Enduring Understandings:

- Students will understand the elements of the promotional mix and how the elements work together to effectively promote the business.

### Essential Questions:

- Why is it important to understand the difference between advertising and publicity?
- How can publicity be more effective for a business than advertising?

- How can advertising help a business position their products with their target market?
- Why is it important to understand the effect branding has on the positioning of a product?

### Knowledge from this Unit:

- Students will understand the elements of the promotional mix.
- Students will understand product positioning.
- Students will understand the importance of branding.
- Students will understand why ethics are important in promotion.
- Students will be able to identify target markets.

### Skills from this Unit:

- Students will develop a promotional mix within a promotional campaign.



## ASSESSMENT(S)

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### Assessment Method Type:

<input type="checkbox"/>	Individual project
<input checked="" type="checkbox"/>	Subjective assessment - Includes short answer and essay tests.
<input type="checkbox"/>	Post-test
<input checked="" type="checkbox"/>	Group projects
<input type="checkbox"/>	Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
<input type="checkbox"/>	Objective assessment - multiple-choice, true- false, etc.
<input type="checkbox"/>	Pre-test
<input type="checkbox"/>	Peer-assessment - assessment of peer proficiency using specific criteria

### Assessment(s) Title:

The Least You Should Know About Promotion Techniques Worksheet

### Assessment(s) Description/Directions:

Use the handout “The Least You Should Know About Promotion Techniques” for students to research the promotional techniques before actually designing a promotional mix. The types of promotion are listed, it’s up to the student to fill in a brief explanation of the type of promotion, then try to find an example of that technique in use. Students should use Internet to complete the ones they can’t think of just from experience.

### Attachments for Assessment(s):

The Least You Should Know About Promotion Techniques Worksheet



# LEARNING EXPERIENCES

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## Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary.

### Day 1

1. Introduction: Use S'Mores ingredients and company websites to demonstrate promotional mix. <http://www.hersheys.com/paisley/index.aspx> <http://www.nabisco.com/smares/> <http://www.kraftfoods.com/jetpuffed/> I also took in the cracker box, chocolate wrapper and marshmallow bag, along with the Hershey cardboard display from my grocer. Have student to discuss how many promotional methods were used for S'Mores products. There is an article on the web that gives a little more insight for the S'Mores ad campaign. The article can be found at [http://promomagazine.com/othertactics/news/hershey\\_kraft\\_smares\\_tour\\_022707/](http://promomagazine.com/othertactics/news/hershey_kraft_smares_tour_022707/)
2. Present the "Promotional Mix" PowerPoint to students. Have them take notes.
3. Give students a copy of "Promotional Mix Note Taking Guide". Use the web resource [http://www.tutor2u.net/business/marketing/promotion\\_mix.asp](http://www.tutor2u.net/business/marketing/promotion_mix.asp) to guide students through a definition of promotional mix and a discussion on the four major types of promotion. Students will complete notes sheet as you go through the web site.
4. Use the handout "The Least You Should Know About Promotion Techniques" for students to research the promotional techniques before actually designing a promotional mix. The types of promotion are listed, it's up to the student to fill in a brief explanation of the type of promotion, then try to find an example of that technique in use. Students should use Internet to complete the ones they can't think of just from experience.

Day 2 through 4 will depend on how the project assignment is made and how much class time can be devoted to the project.

### I. Additional Elements

- A. If you would like an additional project for this topic, check out this Webquest. It states that the project is designed for grades 6 to 8, but with a few adjustments, it definitely could be use with high school students. [http://www.ldcsb.on.ca/schools/cfe/rpt/RPT\\_Made\\_in\\_Canada/student.html](http://www.ldcsb.on.ca/schools/cfe/rpt/RPT_Made_in_Canada/student.html)
- B. A great resource for notes and discussion on promotion and many other marketing topics. [http://www.tutor2u.net/business/marketing/promotion\\_mix.asp](http://www.tutor2u.net/business/marketing/promotion_mix.asp)
- C. Another great idea to include in this lesson is to let students evaluate current events. Students will search current events for businesses in the news experiencing bad publicity. Students will decide what promotional technique to use to turn the negative to positive publicity. [www.Cnn.com](http://www.Cnn.com) [www.foxnews.com](http://www.foxnews.com) [www.cbsnews.com](http://www.cbsnews.com) [www.abcnews.com](http://www.abcnews.com)



## CULMINATING PERFORMANCE TASK(S)

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### **Culminating Unit Performance Task(s): Promotional Mix Project & Rubric**

Promotional Mix Group Assignment

### **Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

Project Assignment: Students will work in groups of 3 to design a promotional mix for a product assigned to them. Put names of products on cards and let each student group draw out a card. Students will design a promotion mix campaign for their assigned product. They must include each of the four types of promotion discussed in the lecture. The project can be made simple where student groups work together for a limited amount of time to brainstorm ideas then present orally, or the project can be an in-depth project where students are given several class periods to put their research together in a professional presentation. It depends on how much time you can devote to the topic. Use the handout "Promotional Mix Project Instructions & Rubric" for student instructions and assessment of the project.

### **Attachments for Culminating Performance Task:**

Promotional Mix Project Instructions with Rubric



## UNIT RESOURCES

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### **Web Resources:**

<http://www.hersheys.com/paisley/index.aspx>  
<http://www.nabisco.com/smores/>  
<http://www.kraftfoods.com/jetpuffed/>  
[http://promomagazine.com/othertactics/news/hershey\\_kraft\\_smores\\_tour\\_022707/](http://promomagazine.com/othertactics/news/hershey_kraft_smores_tour_022707/)  
[http://www.tutor2u.net/business/marketing/promotion\\_mix.asp](http://www.tutor2u.net/business/marketing/promotion_mix.asp)  
[http://www.ldcsb.on.ca/schools/cfe/rpt/RPT\\_Made\\_in\\_Canada/student.html](http://www.ldcsb.on.ca/schools/cfe/rpt/RPT_Made_in_Canada/student.html)  
[http://www.tutor2u.net/business/marketing/promotion\\_mix.asp](http://www.tutor2u.net/business/marketing/promotion_mix.asp)  
[www.cnn.com](http://www.cnn.com)  
[www.foxnews.com](http://www.foxnews.com)  
[www.cbsnews.com](http://www.cbsnews.com)  
[www.abcnews.com](http://www.abcnews.com)

### **Attachments, Materials & Equipment:**

- S'mores ingredients

- Promotional Mix PowerPoint
- Promotional Mix Note Guide
- Promotional Mix Project Instructions with Rubric
- The Least You Should Know About promotion Techniques

### What 21st Century Technology was used in this Unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		

### Notes & Reflections:

Additional PowerPoint on Promotional Mix available that teacher can use to introduce topic if teacher prefers before having students do the internet activity. Teacher must get items for the S'mores introduction prior to lesson. Check all links to make sure they still work prior to using lesson.

### Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.